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In a progress report of the Arizona Adult Basic Education Data Processing System, the following are presented: (1) the terms of the original contract, (2) the plans for the second year, (3) the method used, (4) information secured, (5) evaluation information obtained, (6) plans for the future. The program aims at identifying, adapting, and coding all information about administrative and teaching staff, supplementary personnel, volunteers, student enrollment, current status, course completion, dropouts, student progress, curriculum data, and teacher evaluations. A second phase includes further refinement of the program and a determination of curricula on a statewide basis for the Vanguard Program. Eighteen pages of computer printout tables have been designed, programed, and debugged, and five monthly runs have been made. Work has begun on an extensive evaluation analysis of the entire Vanguard program based on the information now in the computer. It is now possible to relate every separate item of information on file with every other item of information, and to do so by project, county, and the state as a whole. Included are: 18 pages of tables, a flowchart of adult education data, enrollment forms, and reporting forms. [Not available in hard copy due to marginal legibility of original document.] (nl)

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ARIZONA ADULT BASIC EDUCATION
DATA PROCESSING SYSTEM

PROGRESS REPORT
MARCH 20, 1969

BY

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AC 004 302

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Data processing makes it possible to have a complete analysis of the entire program -- not six months or a year after the results are in but month after month while it is going on. This is the only time, after all, when changes and improvements can be made to give students currently enrolled the best education possible, an education from which each one of them individually can realize the greatest benefits. The data system makes it possible to tailor the program to the needs of students while they are students, not merely to benefit from mistakes made in previous classes. Progress is thus accelerated rather than merely accumulated.

The following report describes how the system was designed and put in operation and the results as they appear in the most recent computer printout.

THE ARIZONA ADULT BASIC EDUCATION DATA PROCESSING SYSTEM

PROGRESS REPORT
March 20, 1969

In late summer 1968 the Director of Adult Basic Education consulted with the Department's Data Processing Manager and the Arizona Research Coordinating Director about processing enrollment, attendance, and other records of ABE students through the computer. A contract was negotiated with Northern Arizona University, in which the RCU is located, providing for the design and operation of a complete ABE records system. The original contract calls for a two-phase project covering two years to include in the first year "identifying, adapting and coding of all information necessary" about the "administrative staff, teaching staff, supplementary personnel, volunteers, student enrollment, current status, course completion, dropouts, student progress, curriculum data and teacher evaluations," with the following printouts: "monthly, a printout of current enrollments and status; quarterly, a statistical summary suitable for U. S. Office of Education reporting purposes; and annually, a complete statistical analysis of the entire project." Also, during the first phase there is to be a follow-up of all students enrolled in the Vanguard Program "one month after completion or dropping out of the program; and, six months after completion or dropping out of the program."

During the second year, the statistical services will be further refined, and, in addition, there will be a "determination of curricula on a statewide basis for the Vanguard Program. Because of the widely scattered areas being served by this program, and the variation of teaching staff and facilities available, an in-depth study must be made into the existing curricula (target date, August 31, 1969) and a complete revision of the system is intended to be completed by June 30, 1970."

The RCU helped design a completely new set of class and project record books using pre-printed forms and tear-out carbons. The teacher's record contains a fold-out sheet for students' names and monthly tear-out carbons containing attendance, progress, achievement tests administered, test scores, audio visuals used in class, method of sentence pattern practice, other languages than English used in class, subjects taught and hours spent in each, grade levels achieved in each subject, texts used in class and the hours spent in each, general results of the texts used, reasons for dropping out for those who do, and final results achieved. The project officer's record contains sources of funds, amounts allocated, amounts used monthly, and balances. Both records contain monthly evaluations of classrooms, teachers, volunteers, students, and lessons. Copies of the tear out sheets are in the Appendix of this report.

The RCU checks each report for completeness and possible errors and gives it to a keypunch operator. When returned it is xeroxed and sent to the ABE Division office for filing. The RCU keeps xerox copies for checking keypunch errors and identifying problems in the system. Project officers communicate directly with the RCU in regard to problems or questions, and also to request special data contained in the computer. Such communications are also xeroxed and copies filed with the ABE Division.

Separate student enrollment and teacher information cards were also designed by the RCU and these are in the Appendix.

Enrollment cards and teacher information cards are sent in as soon as they are completed. Monthly report forms (the tear-out sheets from teacher record books) are collected by project directors once each month and forwarded to the RCU on pre-assigned dates throughout the month to distribute the load of keypunching.

Project officers have been supplied with self-addressed, pre-paid envelopes in which to mail their materials to the RCU, and a check list is kept by the RCU staff listing each date project reports are due, the date received, the date they are delivered to the keypunch operator, and the date they are received back from the keypunch operator and filed. This gives the RCU control over the reporting schedule as well as the reports themselves from the time they are due and received until they are keypunched and filed.

What does the ABE Division now have that they did not have before? First of all, a new set of records containing considerably more information. Moreover, instead of having each class record sent in to the Division office each month to be xeroxed for their records and returned to the teachers, the teachers now keep their books and simply tear out duplicates to be sent in. And these records are converted to eighteen pages of printout tables each month containing both current and cumulative figures on every class and project. ABE Division gets a complete set of these tables and xerox copies are sent to the project directors. These tabulations, which include the entire Adult Basic Education Program in the state of Arizona broken down by project and county, have been designed and are being continually revised.

Table No. I contains the numbers of students by current grade level from the monthly reports, and sex and age information from the enrollment cards.

Table No. II gives the numbers of students by race and ethnic group. These have been divided into Anglo, Negro, and Mexican-American races; and Cuban, Oriental, Puerto Rican, other non-white and Indian ethnic groups.

Table No. III contains employment and financial information about the students. The numbers of students are given for each project who have had no full-time employment, those who have had one-half to one year full-time employment, one to two years, two to three years, three to five years, five to ten years, and more than ten years. This table also gives the number of students in each project whose source of income is: a job; aid to dependent children; technical vocational training allowance; social security; retirenent income; or income from other sources.

Table No. IV is a breakdown of the students by project into income groups, both student income and family income, and why they enrolled in the ABE program. The income brackets are based on an annual income of: less than $2,000; $2-3,000; $3-4,000; $4-6,000; and over $6,000. None of the students have reported a personal income of more than $4,000, and most of them are in the first group of less than $2,000. Their family incomes are distributed fairly evenly among all five income groups. On the enrollment card, the student is asked why he enrolled in the vocational education program -- to get a job, to get a better

job, or for some other reason. The numbers in each case are tabulated here.

Table No. V of the printout gives the numbers of students by the highest grade in school that they have completed, and by their home location. The levels of education completed are: grade one, two, three, four, five, six, and over six. The home location data include students from the metropolitan core areas, other urban areas, rural but not farm, farm, migrant, and other locations.

Table VI reveals how the students came into the Adult Vocational Education Program. Eleven ways in which they may have been referred to the ABE class are listed: a church, the Welfare Department, a school, the O.E.O., the State Employment Service, another student in Basic Education, radio or television, the Veteran's Administration, a newspaper, or other source of information.

The next group of tables deals with studens' participation in class and what they get out of it.

Table No. VII lists the number of students who have been given one or another of six standardized achievement tests, and the number who scored satisfactorily in the reading comprehension, vocabulary, listening, spelling, arithmetic, and social studies parts of those tests.

Table VIII contains twelve subjects taught in ABE classes and the total number of student hours spent in each subject. The hours are cumulative each month. The subjects included are: English-Speech, English-Reading, English-Listening, English-Writing, English-Comprehension, Mathematics, Family, Citizenship, Field Trips, Community Knowledge, Pre-vocational Education, and other subjects.

Table IX lists nine kinds of audio-visual equipment used in the Adult Basic classes and the cumulative number of student hours for which each is used. The equipment listed includes: T.V., radio, tape-recorders, records, 35mm. projectors, film strips, overhead projectors, 8mm and 16mm. projectors, and other equipment.

Table No. X contains the reasons for students leaving ABE classes and the number of students in each case. The reasons listed are: to accept employment, to enter a training program, because of a change in employment, moving, health problems, family problems, lack of interest, child care, or other reasons. The other reasons turn out to be chiefly transportation.

Table No. XI lists five languages other than English used in ABE classes, and the number of students by project using each. The languages listed are: Spanish, Navajo, Papago, Pima, and Hopi. Table No. XI also lists both the current and cumulative student hours of attendance per project.

Table No. XII lists a number of potential benefits from attending ABE classes, with the numbers of students in each case who have been identified by their teachers as having evidenced these benefits. The numbers of students are given both for the current month and cumulative for the entire project. The benefits listed are: developing self-assurance, asking questions, taking the initiative, neatness, and improvement in speech.

The next five tables contain numbers of students who have indicated behavioral growth and improvement as a result of being in the ABE classes. Figures again are both current and cumulative. The kinds of development include finding a job, finding a better job, discontinuing public welfare, applying for citizenship, registering to vote, voting for the first time, subscribing to a publication, making plans to continue one's education, entering vocational or job training, recruiting other students for the class, joining a civic organization, passing the high school equivalency test (GED), speaking enough English for a simple conversation, reading advertisements and simple directions, writing sufficient English to fill out a job application, working with others cooperatively, helping children with school work, working with school personnel to assure children's attendance and progress, and reading or writing for the first time.

Table No. XVIII of the computer printout contains financial data for each project, both current and cumulative. Since many projects receive funding from different sources, these are identified separately and totaled for the project in each case. This table also contains the cumulative number of student hours attended for each project, the cumulative cost per student, and the cumulative cost per student hour.

The latest development in the ABE data system has been evaluation information. It is now possible to relate every separate item of information on file with every other separate item of information, and do so by project, county, and the state as a whole. In other words, it is possible to get a breakdown of age by sex, grade level, home location, ethnic group, etc.; or a breakdown of ethnic group by sex, age, grade level, etc. The computer program to print out this information is now being written, and since it will be printed out by county as well as by the entire State it will require an estimated three hundred pages of data. These will be summarized in tables of correlations between different kinds of enrollment data and between enrollment data and achievement data. This, in addition to the evaluations made by teachers and project officers, will provide an extremely valuable basis for evaluation by project, county, and the entire State program.

The RCU also expects to begin a pilot study in the correlation of specific individual data to the kinds of instruction received (i.e., audio-visuals used, textbooks used, etc.) to eventually document programmed instruction by age, grade level and ethnic group. It is felt these data already gathered will provide the basis for this study.

It should be pointed out that in any system of this kind, the first year or two is an experimental period and a number of improvements can always be made after it begins to operate and provide some experience. Some of the problems encountered and revisions needed are:

1) Enrollment Cards - Only one enrollment card for each student is being used, and from the time it is filled out until the information is keypunched there is no assurance against loss or delay. Cards have been lost or delayed, and next year a multiple carbon form for enrollment as well as for the monthly reports will be used.

2) Identification of Migrants - The migrant status of students is indicated

by the identity of their home location, but this is not necessarily consistent with the legal definition of a migrant in allocating funds. The number of students legally identified as migrants has not been included, and this will have to be added. A request will be sent to all teachers to identify their students who are legally migrants and this information will be added to the file in the computer from the teacher verifications.

3) Responses Requested - It has been found that in some categories there are not enough items of information on the enrollment cards. For instance, after assuming that most ABE students would be depending on one of the sources listed on the enrollment card for their support, we find that 17 percent of them are in the last catch-all category of "other income." The program will have to be changed to include whatever source is being omitted. Also, the largest single group of students in Adult Basic Education at the present time was referred to their classes by other students in Adult Basic Education. Schools make up the second largest group. Only three students have been referred by the Veteran's Administration, and less than 1 percent by the Welfare Department. Here again a complete breakdown is not being achieved because a large number of students list some other source than the ones given them to select from.

4) Data Reported on the Printout - It is now evident that several more grade levels should have been included because nearly one-third of the students have gone beyond the sixth grade. The assumption here, made by the RCU and not by the division of Adult Basic Education, was that students in Adult Basic Education courses had attended only a few years of school. The fact is, as these statistics show, that a considerable number of students have gone beyond the sixth grade but have benefitted so little from their education that they must take Adult Education classes. The computer program is going to be revised this year to give the additional grade levels, because this information is available on the enrollment cards.

Most of the tables in the computer printout were grouped according to subject matter, but exceptions were made when it was necessary to get a complete question on a single page and add other small questions to fill in the space left. This procedure may also be revised.

The following pages contain the current monthly printout of Arizona ABE data. The first column on each page gives the numbers of students currently enrolled by project, county, and the State. Table No. X contains the numbers of students who have dropped out; when these are added to current enrollments the resulting figures are the total numbers enrolled in the projects since they were started.

In summary, since the Arizona ABE Data Processing system was started less than eight months ago, a completely new record keeping system has been designed and put into operation. This has required new procedures, and these have had to be tested and learned. Eighteen pages of computer printout tables have been designed, programmed, de-bugged and five monthly runs have been made. Work has begun on an extensive evaluation analysis of the entire Vanguard program based on the information now in the computer. The system is working; most of the initial problems have been identified, and either they have been eliminated or steps have been taken to do so.

3-21-69

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	GRADE LEVEL				SEX		AGE					
		1-3	4-6	7-8	MISC	M	F	18-24	25-34	35-44	45-54	55-64	OVER
CHINLE	22					3	19	2	1	9	3	3	4
CO TOTAL	22					3	19	2	1	9	3	3	4
COCONINO	21					13	8	7	5	2	3	1	3
CO TOTAL	21					13	8	7	5	2	3	1	3
SAFFORD	32					18	14	5	3	7	3	2	12
CO TOTAL	32					18	14	5	3	7	3	2	12
? U H S	676	87	15	9		172	504	102	103	89	42	31	309
GLENDALE	52					20	32	9	5	12	10	5	11
DYSART	19	4	4	11		8	11	8	4	3	1	1	2
TOLLESON	18	4	8	2		4	14	2	2	4	5	4	1
MESA	53					19	34	10	7	12	12	4	8
ST HOSP	55		5	7		1	54	1					54
CO TOTAL	873	95	32	29		224	649	132	121	120	70	45	385
HOLBROOK	10		6			1	9	1	4	2	2		1
CO TOTAL	10		6			1	9	1	4	2	2		1
TUCSON	180	49	19	5	2	57	123	69	29	32	12	2	36
SUNNYSIDE	159	12		3		57	102	24	39	45	7	4	40
IND OASIS	2					2				1			1
CO TOTAL	341	61	19	8	2	116	225	93	68	78	19	6	77
C AZ COLL	178					49	129	36	34	38	24	14	32
CO TOTAL	178					49	129	36	34	38	24	14	32
NOGALES	103					28	75	21	22	19	6	3	32
CO TOTAL	103					28	75	21	22	19	6	3	32
PRESCOTT	13					2	11	2	2	2	3	2	2
CO TOTAL	13					2	11	2	2	2	3	2	2
TITLE III	1593	156	57	37	2	454	1139	299	260	277	133	76	548
HOP MTC	169	1	3	3		75	94	69	41	24	12	1	22
SUN-SER	73					26	47	27	13	7	6	1	19
AGENCIES	242	1	3	3		101	141	96	54	31	18	2	41
ABE TOTAL	1835	157	60	40	2	555	1280	395	314	308	151	78	589

This page indicates the grade level of the student, his sex and age.

03-21-89

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	RACE			ETHNIC GROUP				
		WHITE	NGRO	MX-AM	CUBAN	ORNTL	P RICAN	OTHER NW	INDIAN
CHINLE	22								22
CO TOTAL	22								22
COCONINO	21	2	5	9					5
CO TOTAL	21	2	5	9					5
SAFFORD	32	4	7	12			1	3	3
CO TOTAL	32	4	7	12			1	3	3
P U H S	676	68	123	184	4	9	1	5	23
GLENDALE	52	5		41	1				1
DYSART	19	9	1	8				1	
TOLLESON	18			18					
MESA	53	13	4	29	2	1		1	1
ST HOSP	55	1							
CO TOTAL	873	96	128	280	7	10	1	7	25
HOLBROOK	10		2	2		1			5
CO TOTAL	10		2	2		1			5
TUCSON	180	4	16	151		1			3
SUNNYSIDE	159	8		133			1	6	2
IND OASIS	2								2
CO TOTAL	341	12	16	284		1	1	6	7
C AZ COLL	178	55	29	80	1				11
CO TOTAL	178	55	29	80	1				11
NOGALES	103	1		83	2				
CO TOTAL	103	1		83	2				
PRESCOTT	13	1		9					2
CO TOTAL	13	1		9					2
TITLE III	1593	171	187	759	10	12	3	16	80
MOP MTC	169	12	27	107	5		1	9	1
SUN-SER	73	5		57					3
AGENCIES	242	17	27	164	5		1	9	4
ABE TOTAL	1835	188	214	923	15	12	4	25	84

This page indicates the total number of students by race and ethnic group.

03-21-69

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	LONGEST FULL-TIME EMPLOYMENT YEARS							INCOME SOURCE					
		NONE	.5-1	1-2	2-3	3-5	5-10	OVER	JOB	ADC	T-V	S S	RET	OTHR
CHINLE	22	16	5			1			6	7	1			6
CO TOTAL	22	16	5			1			6	7	1			6
COCONINO	21	1		2	2	1	4	2	14			1		
CO TOTAL	21	1		2	2	1	4	2	14			1		
SAFFORD	32	5	1			5	4	7	9			2	3	8
CO TOTAL	32	5	1			5	4	7	9			2	3	8
P U H S	676	62	61	35	48	50	70	48	244	35		10	1	66
GLENDALE	52	18	3	3	5	7	5	8	30	1		1		14
DYSART	19	1	4	2	1	1	5	4	15			1		1
TOLLESON	18	5		1	2	3	2	4	14				1	
MESA	53	8	4	5	3	7	4	14	26	1		1		20
ST HOSP	55		1											1
CO TOTAL	873	94	73	46	59	68	86	78	329	37		13	2	102
HOLBROOK	10	4	2		1	2		1	4	1	1	1		1
CO TOTAL	10	4	2		1	2		1	4	1	1	1		1
TUCSON	180	35	18	10	5	7	1	6	66	22		1		63
SUNNYSIDE	159	60	4	3	6	7	16	21	71			1		72
IND OASIS	2													
CO TOTAL	341	95	22	13	11	14	17	27	137	22		2		135
C AZ COLL	178	30	24	13	8	12	19	34	122	5		4		23
CO TOTAL	178	30	24	13	8	12	19	34	122	5		4		23
NOGALES	103	20	10	13	7	7	10	11	59	1		1		21
CO TOTAL	103	20	10	13	7	7	10	11	59	1		1		21
PRESCOTT	13	4	1		1	1	1	1	6			3		2
CO TOTAL	13	4	1		1	1	1	1	6			3		2
TITLE III	1593	269	138	87	89	111	141	161	686	73	2	27	5	298
MOP MTC	169	17	50	23	23	18	17	3	115	6				22
SUN-SER	73	6	30	8	2	8	3		24	3	1	1		28
AGENCIES	242	23	80	31	25	26	20	3	139	9	1	1		50
ABE TOTAL	1835	292	218	118	114	137	161	164	825	82	3	28	5	348

This page indicates the longest full-time employment by student - breakdown by years

Income source of the student

JOB - has a job
ADC - Aid to Dependent Children
T-V - Title V Welfare
SS - Social Security
RET - Retired
OTHR - Other source of income

03-21-69

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	STUDENT INCOME-THOUSANDS					FAMILY INCOME-THOUSANDS					WHY ENROLLED		
		0-2	2-3	3-4	4-6	OVER	0-2	2-3	3-4	4-6	OVER	JOB	ADV	OTHR
CHINLE	22	4			3		1	1		5	1	2	1	19
CO TOTAL	22	4			3		1	1		5	1	2	1	19
COCONINO	21	1	3	2	5	2		2	1	7	5		7	12
CO TOTAL	21	1	3	2	5	2		2	1	7	5		7	12
SAFFORD	32	4	3	6	3	2	1	4	7	3	2	1	9	16
CO TOTAL	32	4	3	6	3	2	1	4	7	3	2	1	9	16
P U H S	676	98	36	79	33	23	56	33	87	63	49	36	182	187
GLENDALE	52	20	13	4	6	5	12	13	4	8	7	4	18	27
DYSART	19	2	1	4	4	1		1	3	7	2		13	6
TOLLESON	18	4	6	4	1			5	8	2	3	1	7	10
MESA	53	15	7	7	4	1	6	4	14	3	9	2	11	35
ST HOSP	55										1			1
CO TOTAL	873	139	63	98	48	30	74	56	116	83	71	43	231	266
HOLBROOK	10	6			1	1	5	1	1	1		1	5	4
CO TOTAL	10	6			1	1	5	1	1	1		1	5	4
TUCSON	180	50	16	13	10	1	15	16	27	18	3	39	45	83
SUNNYSIDE	159	84	19	12	18	8	29	32	30	39	18	27	33	87
IND OASIS	2												1	
CO TOTAL	341	134	35	25	28	9	44	48	57	57	21	66	79	170
C AZ COLL	178	51	21	54	16	7	21	25	37	27	39	15	56	100
CO TOTAL	178	51	21	54	16	7	21	25	37	27	39	15	56	100
NOGALES	103	36	19	8	6	3	14	16	15	25	8	3	42	55
CO TOTAL	103	36	19	8	6	3	14	16	15	25	8	3	42	55
PRESCOTT	13	1	3				1	1		5	1	1		10
CO TOTAL	13	1	3				1	1		5	1	1		10
TITLE III	1593	376	147	193	110	54	161	154	234	213	148	132	430	552
MOP MTC	169	68	37	22	3		45	43	31	19	6	18	101	45
SUN-SER	73	37	9	3	3		33	8	7	3	1	13	29	17
AGENCIES	242	105	46	25	6		78	51	38	22	7	31	130	62
ABE TOTAL	1835	481	193	218	116	54	239	205	272	235	155	163	560	714

This page indicates the student income - thousand of dollars
family income - thousand of dollars
why the student is enrolled -
JOB - to get a job
ADV - to get a better job
OTHR - other reason

03-21-69

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	HIGHEST GRADE COMPLETED							HOME LOCATION					
		ONE	TWO	THRE	FOUR	FIVE	SIX	OVER	CORE	URBN	RNF	FARM	MIGR	OTHR
CHINLE	22		2					2		21	1			
CO TOTAL	22		2					2		21	1			
COCONINO	21			2		1	3	5	16	3	1			
CO TOTAL	21			2		1	3	5	16	3	1			
SAFFORD	32		1		1	1	1	11	7		12	3		1
CO TOTAL	32		1		1	1	1	11	7		12	3		1
P U H S	676	9	9	26	16	9	15	259	315	75	4	1	3	4
GLENDALE	52	4	1	4	5	4	3	5	5	43	1	1		
DYSART	19		2			2	1	11	1	13	2	3		
TOLLESON	18				1		1		12	4	1		1	
MESA	53			2	1	3	8	10	6	35	3	1		4
ST HOSP	55							1	1					
CO TOTAL	873	13	12	32	23	18	28	286	340	170	11	6	4	8
HOLBROOK	10					4	1	2	9		1			
CO TOTAL	10					4	1	2	9		1			
TUCSON	180		2	1	3	4	2	64	17					
SUNNYSIDE	159	3		2			1	17	53	92	1	1	1	
IND OASIS	2							2			2			
CO TOTAL	341	3	2	3	3	4	3	83	230	92	3	1	1	
C AZ COLL	178		3	9	14	12	13	89	9	80	21	33	5	24
CO TOTAL	178		3	9	14	12	13	89	9	80	21	33	5	24
NOGALES	103	2		8			3	5	24	57	3			
CO TOTAL	103	2		8			3	5	24	57	3			
PRESCOTT	13		1		1	1		1	7		2	1	2	
CO TOTAL	13		1		1	1		1	7		2	1	2	
TITLE III	1593	18	21	54	42	41	52	484	642	423	55	44	12	33
MOP MTC	169	2	4	7	4	4	11	90	1	26	41	28	58	7
SUN-SER	73	1	1	3	1	2	3	38	9	8	16	5	20	
AGENCIES	242	3	5	10	5	6	14	128	10	34	57	33	78	7
ABE TOTAL	1835	21	26	64	47	47	66	612	652	457	112	77	90	40

This page indicates the highest grade completed in school in the United States and the home location of the student -

CORE - core metropolitan
URBN - other urban area
RNF - rural non-farm
FARM - farm
MIGR - migrant
OTHR - other area

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	REFERRED BY									
		CHRCH	WELF	SCHL	OEO	EMP SERV	STUD	RA-TV	VA	NEWSPAPER	OTHR
CHINLE	22						19				3
CO TOTAL	22						19				3
COCONINO	21	1			7		5	1		1	5
CO TOTAL	21	1			7		5	1		1	5
SAFFORD	32	3	1	5	3		8	3		3	2
CO TOTAL	32	3	1	5	3		8	3		3	2
P U H S	676	13	5	103	64	9	98	7	1	20	86
GLENDALE	52			21		3	8	1		3	15
DYSART	19			8			6				5
TOLLESON	18	6		2	1		8				
MESA	53	8	1	2	2	2	10	2		9	14
ST HOSP	55										1
CO TOTAL	873	27	6	136	67	14	130	10	1	32	121
HOLBROOK	10	1	3	3			1	1		1	
CO TOTAL	10	1	3	3			1	1		1	
TUCSON	180	2		21	12	2	12	6		1	115
SUNNYSIDE	159			27	1	1	47	41		9	20
IND OASIS	2				2						
CO TOTAL	341	2		48	15	3	59	47		10	135
C AZ COLL	178	5	1	24	14		30	5		7	85
CO TOTAL	178	5	1	24	14		30	5		7	85
NOGALES	103	1	1	3	2	10	25	11	2	4	42
CO TOTAL	103	1	1	3	2	10	25	11	2	4	42
PRESCOTT	13			3	1		4			2	2
CO TOTAL	13			3	1		4			2	2
TITLE III	1593	40	12	222	109	27	281	78	3	60	395
MOP MTC	169	3	2	4	32	12	49	3			59
SUN-SER	73			25	1	1	25	2			5
AGENCIES	242	3	2	29	33	13	74	5			64
ABE TOTAL	1835	43	14	251	142	40	355	83	3	60	459

This page indicates how the student was referred to the ABE class:

CHRCH - Church
WELF - Welfare
SCHL - School
OEO - Office of Economic Opportunity
EMPL SER - Employment Service
STUD - Other ABE STudent
RA-TV - Radio and/or television
VA - Veteran's Administration
NEWSPAPER
OTHR - Other sources

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	ACHIEVEMENT TESTS					SUB-SCORES					
		WR	GO	ABE	CAL	MET	OTHR	READ	VOC	LISTN	SPLG	MATH	SS
CHINLE	22												
CO TOTAL	22												
COCONINO	21						1						
CO TOTAL	21						1						
SAFFORD	32												
CO TOTAL	32												
P U H S	676	234		45			23	162	84		147	159	
GLENDALE	52												
DYSART	19				16								
TOLLESON	18							15	17		14	4	
MESA	53						12		12				
ST HOSP	55	30			26		1	3		1		5	
CO TOTAL	873	264		45	42		36	180	113	1	161	168	
HOLBROOK	10												
CO TOTAL	10												
TUCSON	180												
SUNNYSIDE	159						147	3	12	19			
IND OASIS	2												
CO TOTAL	341						147	3	12	19			
C AZ COLL	178	47	15		13			5				8	
CO TOTAL	178	47	15		13			5				8	
NOGALES	103												
CO TOTAL	103												
PRESCOTT	13												
CO TOTAL	13												
TITLE III	1593	311	15	45	55		184	188	125	20	161	176	
MOP MTC	169	2		20			20	1				22	
SUN-SER	73	50											
AGENCIES	242	52		20			20	1				22	
ABE TOTAL	1835	363	15	65	55		204	189	125	20	161	198	

This page indicates the achievement tests administered to the student:

WR - Wide Range
GO - Gray Oral
ABE - Adult Basic Education
CAL - California Adult
MET - MEtropolitan
OtHR - other

and the subscores

READ - Reading
VOC - Vocabulary
LISTN - Listening
SPLG - Spelling
MATH - Mathematics
SS - Social Studies

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	SUBJECTS TAUGHT											
		ENG-S	ENG-R	ENG-L	ENG-W	COMP	MATH	FAM	CIT	FIELD	COMM	PR-V	OTHR
CHINLE	22	19	5		20	1	22				13		
CO TOTAL	22	19	5		20	1	22				13		
COCONINO	21	10	20	14	18	8	10						
CO TOTAL	21	10	20	14	18	8	10						
SAFFORD	32	20	17	7	8	8	23		10		2	2	17
CO TOTAL	32	20	17	7	8	8	23		10		2	2	17
P U H S	676	332	341	254	285	245	341	20	153	41	122	5	70
GLENDALE	52	52	51	49	49	30	13		14		12		
DYSART	19	14	13	13	12	10	12		4	1			3
TOLLESON	18	18	18	18	18	18	18	14	14		14		
MESA	53	51	51	51	51	40	27	31	7		16	9	
ST HOSP	55	14	25	15	19	27	33		1		6		9
CO TOTAL	873	481	499	400	434	370	444	65	193	42	170	14	82
HOLBROOK	10	10	10	7	10	5	10		10				
CO TOTAL	10	10	10	7	10	5	10		10				
TUCSON	180	128	74	65	60	84	40	1	3	1	22	2	32
SUNNYSIDE	159	145	136	145	118	136	19	2	27		63	4	30
IND OASIS	2	2	2	2			2						
CO TOTAL	341	275	212	212	178	220	61	3	30	1	85	6	62
C AZ COLL	178	78	155	71	115	151	102		47	18	24		49
CO TOTAL	178	78	155	71	115	151	102		47	18	24		49
NOGALES	103	101	84	101	84	83							
CO TOTAL	103	101	84	101	84	83							
PRESCOTT	13	13	13	13	13	10							
CO TOTAL	13	13	13	13	13	10							
TITLE III	1593	1007	1015	825	880	856	672	68	290	61	294	22	210
MOP MTC	169	117	70	66	75	82	109		62		21	50	37
SUN-SER	73	56	71	48	20	45	32						17
AGENCIES	242	173	141	114	95	127	141		62		21	50	54
ABE TOTAL	1835	1180	1156	939	975	983	813	68	352	61	315	72	264

This page indicates the subjects taught and the number of hours per subject

ENG -s - English Spelling
ENG -r - English Reading
ENG -l - English Listening
ENG -w - English Writing
COMP - English Comprehension
MATH - Mathematics
FAM - Family Living
CIT - Citizenship
FIELD - Field Trips
COMM - Community Relations
PR-V - Prevocational
OTHER - Other

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	AUDIO-VISUALS USED								
		TV	RADIO	TAPE	RECD	35MM	STRIP	O/H PROJ	8/16MM	OTHR
CHINLE	22			22	5	9	6	5	22	5
CO TOTAL	22			22	5	9	6	5	22	5
COCONINO	21			13				8		
CO TOTAL	21			13				8		
SAFFORD	32			20	19		18			27
CO TOTAL	32			20	19		18			27
P U H S	676	9	29	128	62	21	120	150	146	221
LENDALE	52						7	51	30	17
YSART	19			12	2		3			12
TOLLESON	18		14	18	14		18	18	18	14
MESA	53			23	6	18	27	38	29	43
T HOSP	55	8		13	23	30	25	16	32	11
CO TOTAL	873	17	43	194	107	69	200	273	255	318
OLBROOK	10			1			10	1		10
CO TOTAL	10			1			10	1		10
UCSON	180	1		81						46
UNNYSIDE	159	19	3	107			56	142	66	140
IND OASIS	2									
CO TOTAL	341	20	3	188			56	142	66	186
C AZ COLL	178	1		27	27	39	30	48	29	77
CO TOTAL	178	1		27	27	39	30	48	29	77
OGALES	103	37		55	22		24	59	37	17
CO TOTAL	103	37		55	22		24	59	37	17
RESCOTT	13			13	10			13	13	13
CO TOTAL	13			13	10			13	13	13
ITLE III	1593	75	46	533	190	117	344	549	422	653
MOP MTC	169	21		74	20	2	64	59	23	77
UN-SER	73		18	32	18		18	44		20
AGENCIES	242	21	18	106	38	2	82	103	23	97
BE TOTAL	1835	96	64	639	228	119	426	652	445	750

This page indicates the audio-visuals used in class - indicated by number of students using them. These figures are cumulative.

TV - Television
RADIO - Radio
TAPE - Tapes
RED - Record players
35 mm - 35 mm
STRIP - film strips
O/H PROJ - Overhead Projector
8/16 mm - 8 & 16 mm
Other

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	REASONS FOR DROPPING FROM PROGRAM								
		EMPL	TRN	CH-JOB	MOVED	HLTH	FAM PROB	LACK INT	CHD CARE	OTHR
CHINLE	22		1		3		1	1		
CO TOTAL	22		1		3		1	1		
COCONINO	21			1	3		1	3		
CO TOTAL	21			1	3		1	3		
SAFFORD	32	1		2			1	1		
CO TOTAL	32	1		2			1	1		
P U H S	676	23	12	14	7	9	11	42	3	18
GLENDALE	52			1		1	2		1	4
DYSART	19			2				1		
TOLLESON	18	1			1	4				3
MESA	53	3	1	1	3	5	4			18
ST HOSP	55	2	9					8		23
CO TOTAL	873	29	22	18	11	19	17	51	4	66
HOLBROOK	10	1								2
CO TOTAL	10	1								2
TUCSON	180	4	2	2	7	4	3	27		46
SUNNYSIDE	159	8	1	1	14	1	9	32		21
IND OASIS	2									
CO TOTAL	341	12	3	3	21	5	12	59		67
C AZ COLL	178			1		1	1			17
CO TOTAL	178			1		1	1			17
NOGALES	103	6		1	2	2		7		13
CO TOTAL	103	6		1	2	2		7		13
PRESCOTT	13				2					
CO TOTAL	13				2					
TITLE III	1593	49	26	26	42	27	33	122	4	165
MOP MTC	169	9		3	1			2		33
SUN-SER	73	1	2	1	6	5	4	6		3
AGENCIES	242	10	2	4	7	5	4	8		36
ABE TOTAL	1835	59	28	30	49	32	37	130	4	201

This page indicates why the student dropped out of class

EMPL - took a job
TRN - entered a training program
CH-JOB - job change
MOVED
HLTH - health problems
FAM-PROB - family problems
LACK INT - lack of interest
CHD cre - child care
OTHR - other reasons (mainly transportation)

(The first column is cumulative enrollment: the remaining columns are dropouts.)

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	OTHER LANGUAGES USED IN CLASS						AGG HRS ATTENDED	
		SPAN	NAV	PAP	PIMA	HOPI	OTHER	MONTH	ACCUM
CHINLE	22		24					395	1070
CO TOTAL	22		24					395	1070
COCONINO	21	16						196	1029
CO TOTAL	21	16						196	1029
SAFFORD	32	20					8	32	1857
CO TOTAL	32	20					8	32	1857
P U H S	676	257					90	356	27919
GLENDALE	52	41					13	443	1279
DYSART	19	1							789
TOLLESON	18	19						387	1740
MESA	53	86					13	338	2394
ST HOSP	55	6		1			3	90	6698
CO TOTAL	873	410		1			119	1614	40819
HOLBROOK	10	3	6				2	273	1269
CO TOTAL	10	3	6				2	273	1269
TUCSON	180	175	1		1				8112
SUNNYSIDE	159	154	3				32		9919
IND OASIS	2							24	24
CO TOTAL	341	329	4		1		32	24	18055
C AZ COLL	178	60						2570	3508
CO TOTAL	178	60						2570	3508
NOGALES	103	124	21						3542
CO TOTAL	103	124	21						3542
PRESCOTT	13	15						419	449
CO TOTAL	13	15						419	449
TITLE III	1593	977	55	1	1		161	5523	71598
MOP MTC	169	120						284	10754
SUN-SER	73	91							2253
AGENCIES	242	211						284	13007
ABE TOTAL	1835	1188	55	1	1		161	5807	84705

This page indicates the other languages used in class:

SPAN - Spanish
NAV - Navajo
PAP - Papago
PIMA - Pima
HOPI
OTHR - Other Indian Languages

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	SELF ASSUR		QUESTIONS		INITIA		NEATNESS		SPEECH		IMP	OTHR
		CUR	CUM	CUR	CUM	CUR	CUM	CUR	CUM	CUR	CUM	CUR	CUM
CHINLE	22	7	20	8	23	5	9	1	7	2	13	1	1
CO TOTAL	22	7	20	8	23	5	9	1	7	2	13	1	1
COCONINO	21		3		5		5		5		9		
CO TOTAL	21		3		5		5		5		9		
SAFFORD	32		23		13		8		6		19		2
CO TOTAL	32		23		13		8		6		19		2
P U H S	376	1	172	4	205		115	3	77	2	140		19
GLENDALE	52			1	3						1		
DYSART	19		3		2								
TOLLESON	18	20	25	22	25	19	23	16	21	13	23		
MESA	53	17	37	20	51	24	47	17	38	10	15	6	8
ST HOSP	55	1	34		36	1	23		9		6		9
CO TOTAL	873	39	271	47	322	44	208	36	145	25	185	6	36
HOLBROOK	10	6	10	2	10	1	4	2	3	7	10		1
CO TOTAL	10	6	10	2	10	1	4	2	3	7	10		1
TUCSON	180		10		8		8				49		7
SUNNYSIDE	159		126		76		39		15		97		29
IND OASIS	2												
CO TOTAL	341		136		84		47		15		146		36
C AZ COLL	178	57	57	65	65	45	46	9	9	37	38	2	2
CO TOTAL	178	57	57	65	65	45	46	9	9	37	38	2	2
NOGALES	103												
CO TOTAL	103												
PRESCOTT	13	3	3	5	5	4	5			3	3		
CO TOTAL	13	3	3	5	5	4	5			3	3		
TITLE III	1593	112	523	127	527	99	332	48	190	74	423	9	78
MOP MTC	169	20	70	20	97		34		20	20	70		16
SUN-SER	73		59		40		42		12		23		2
AGENCIES	242	20	129	20	137		76		32	20	93		18
ABE TOTAL	1835	132	652	147	664	99	408	48	222	94	516	9	96

This page indicates student improvement because of ABE - both current and cumulative tota

SELF ASSUR - student developed self assurance
QUESTIONS - asks questions
INITIA - takes initiative
NEATNESS
SPEECH - speech improvement
OTHER

Figures on this page represent numbers of students.

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	FOUND JOB		BETTER JOB		OFF WELFARE		CITIZENSHIP		REG TO VOTE	
		CUR	CUM	CUR	CUM	CUR	CUM	CUR	CUM	CUR	CUM
CHINLE	22		1								
CO TOTAL	22		1								
COCONINO	21										
CO TOTAL	21										
SAFFORD	32										
CO TOTAL	32										
U H S	676		10		8		4		1		1
GLENDALE	52								1		1
MYSART	19										
OLLESON	18			1	1						7
MESA	53		1		2						
ST HOSP	55										
CO TOTAL	873		11	1	11		4		2		9
HOLBROOK	10										
CO TOTAL	10										
TUCSON	180		1		2				2		
SUNNYSIDE	159		1		2				7		1
IND OASIS	2										
CO TOTAL	341		2		4				9		1
AZ COLL	178							4	4		
CO TOTAL	178							4	4		
NOGALES	103										
CO TOTAL	103										
PRESCOTT	13										
CO TOTAL	13										
TITLE III	1593		14	1	15		4	4	15		10
MOP MTG	169		1								
SUN-SER	73		10		14				1		1
AGENCIES	242		11		14				1		1
ABE TOTAL	1835		25	1	29		4	4	16		11

The remainder of the pages indicate student growth because of ABE classes - both current and cumulative totals. The figures on these page represent numbers of students.

This page indicates:

FOUND JOB - found a job
BETTER JOB - found a better job
OFF WELFARE - discontinued public welfare
CITIZENSHIP - applied for citizenship
REG TO VOTE - registered to vote

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	FIRST VOTED		SUB TO PUBLICATION		TO CONTINUE ED		ENT JOB TRAINING	
		CUR	CUM	CUR	CUM	CUR	CUM	CUR	CUM
CHINLE	22					7	7		1
CO TOTAL	22					7	7		1
COLONINO	21								
CO TOTAL	21								
SAFFORD	32						1		
CO TOTAL	32						1		
P U H S	676			1			109		8
GLENDALE	52			1				1	1
DYSART	19						2		3
TOLLESON	18		5			19	26		
MESA	53								
ST HOSP	55					1	8		
CO TOTAL	873		5	2		20	145	1	12
HOLBROOK	10								
CO TOTAL	10								
TUCSON	180						5		3
SUNNYSIDE	159		5	4			35		2
IND OASIS	2								
CO TOTAL	341		5	4			40		5
C AZ COLL	178					41	42	1	1
CO TOTAL	178					41	42	1	1
NOGALES	103								
CO TOTAL	103								
PRESCOTT	13					1	1		
CO TOTAL	13					1	1		
TITLE III	1593		10	6		69	236	2	19
MOP MTG	169			1			32		
SUN-SER	73						31		4
AGENCIES	242			1			63		4
ABE TOTAL	1835		10	7		69	299	2	23

This page indicates the number of students who:

FIRST VOTED - voted for the first time
SUB TO PUBLICATION - subscribed to a publication
TO CONTINUE ED - planned to continue his education
ENT JOB TRAINING - entered vocational or job training

03-21-69

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	RECRUIT ABE STUDENTS CUR	RECRUIT ABE STUDENTS CUM	JOINED CIVIC ORG CUR	JOINED CIVIC ORG CUM	PASSED GED TEST CUR	PASSED GED TEST CUM
CHINLE	22	4	5	4	4		
CO TOTAL	22	4	5	4	4		
COCONINO	21						
CO TOTAL	21						
SAFFORD	32		1				
CO TOTAL	32		1				
P U H S	676	1	39		15	1	11
GLENDALE	52		2		1		
DYSART	19		2				2
TOLLESON	18	8	16	2	2		
MESA	53						
ST HOSP	55		4				7
CO TOTAL	873	9	63	2	18	1	20
HOLBROOK	10						
CO TOTAL	10						
TUCSON	180		2		4		1
SUNNYSIDE	159		23		17		18
IND OASIS	2						
CO TOTAL	341		25		21		19
C AZ COLL	178	10	14	1	1	4	4
CO TOTAL	178	10	14	1	1	4	4
NOGALES	103						
CO TOTAL	103						
PRESCOTT	13						
CO TOTAL	13						
TITLE III	1593	23	108	7	44	5	43
MOP MTC	169		27			2	3
SUN-SER	73		23		5		1
AGENCIES	242		50		5	2	4
ABE TOTAL	1835	23	158	7	49	7	47

This page indicates the number of students who:

RECRUITED ABE STUDENTS - recruited other students for the class
JOINED CIVIC ORG - joined a civic organization
PASSED GED TEST - passed his high school equivalency test

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	SPEAK ENG CUR	SPEAK ENG CUM	READ ADV CUR	READ ADV CUM	WRITE ENG CUR	WRITE ENG CUM	ASSUME LEADERSHIP CUR	ASSUME LEADERSHIP CUM	WORK WITH OTHERS CUR	WORK WITH OTHERS CUM
CHINLE	22	2	3	2	2	1	1	4	5	5	7
CO TOTAL	22	2	3	2	2	1	1	4	5	5	7
COCONINO	21		10		4		1		4		
CO TOTAL	21		10		4		1		4		
SAFFORD	32		22				2		1		1
CO TOTAL	32		22				2		1		1
P U H S	676		31		54		26		25		55
GLENDALE	52		5				3				
DYSART	19		1		1		1				
TOLLESON	18	16	19	15	19	8	12	14	16	15	19
MESA	53								1		
ST HOSP	55		5		1		1		5		12
CO TOTAL	873	16	61	15	75	8	43	14	47	15	86
HOLBROOK	10		5		9		1				3
CO TOTAL	10		5		9		1				3
TUCSON	180		32		2		2		1		1
SUNNYSIDE	159		46		14		8		13		77
IND OASIS	2										
CO TOTAL	341		78		16		10		14		78
C AZ COLL	178	29	30	19	19	23	23	4	4	46	48
CO TOTAL	178	29	30	19	19	23	23	4	4	46	48
NOGALES	103		22		3						
CO TOTAL	103		22		3						
PRESCOTT	13										
CO TOTAL	13										
TITLE III	1593	47	231	36	128	32	81	22	75	66	223
MOP MTG	169	20	52	20	47	20	47		7	20	53
SUN-SER	73		19		16		16		20		49
AGENCIES	242	20	71	20	63	20	63		27	20	102
ABE TOTAL	1835	67	302	56	191	52	144	22	102	86	325

This page indicates the number of students who learned to:

SPEAK ENGLISH - speak enough English for a simple conversation
READ AD - read advertisements and simple directions
WRITE ENG - write sufficient English to fill out a job application
ASSUME LEADERSHIP - assume leadership
WORK WITH OTHERS - cooperatively

03-21-69

ARIZONA DEPARTMENT OF PUBLIC INSTRUCTION
ADULT BASIC EDUCATION DIVISION
STUDENT ENROLLMENT AND ACHIEVEMENT

PROJECT	TOTAL	HELP CHILD SCH WK CUR	HELP CHILD SCH WK CUM	WORK WITH SCH CUR	WORK WITH SCH CUM	READ FIRST TIME CUR	READ FIRST TIME CUM	WRITE FIRST TIME CUR	WRITE FIRST TIME CUM
CHINLE	22					1	1	1	2
CO TOTAL	22					1	1	1	2
COCONINO	21						7		6
CO TOTAL	21						7		6
SAFFORD	32				2		8		7
CO TOTAL	32				2		8		7
P U H S	676		35		17		11		8
GLENDALE	52					2	9		6
DYSART	19						1		1
TOLLESON	18	2	4	3	3		3		6
MESA	53						1		1
ST HOSP	55	1	5		3		1		1
CO TOTAL	873	3	44	3	23	2	26		23
HOLBROOK	10		2				1		2
CO TOTAL	10		2				1		2
TUCSON	180								
SUNNYSIDE	159		12		4		13		4
IND OASIS	2								
CO TOTAL	341		12		4		13		4
C AZ COLL	178	5	6	1	2	5	11	5	10
CO TOTAL	178	5	6	1	2	5	11	5	10
NOGALES	103		1						
CO TOTAL	103		1						
PRESCOTT	13								
CO TOTAL	13								
TITLE III	1593	8	65	4	31	8	67	6	54
MOP MTC	169						12		11
SUN-SER	73		3		1		6		5
AGENCIES	242		3		1		18		16
ABE TOTAL	1835	8	68	4	32	8	85	6	70

This page indicates the number of students who learned to:

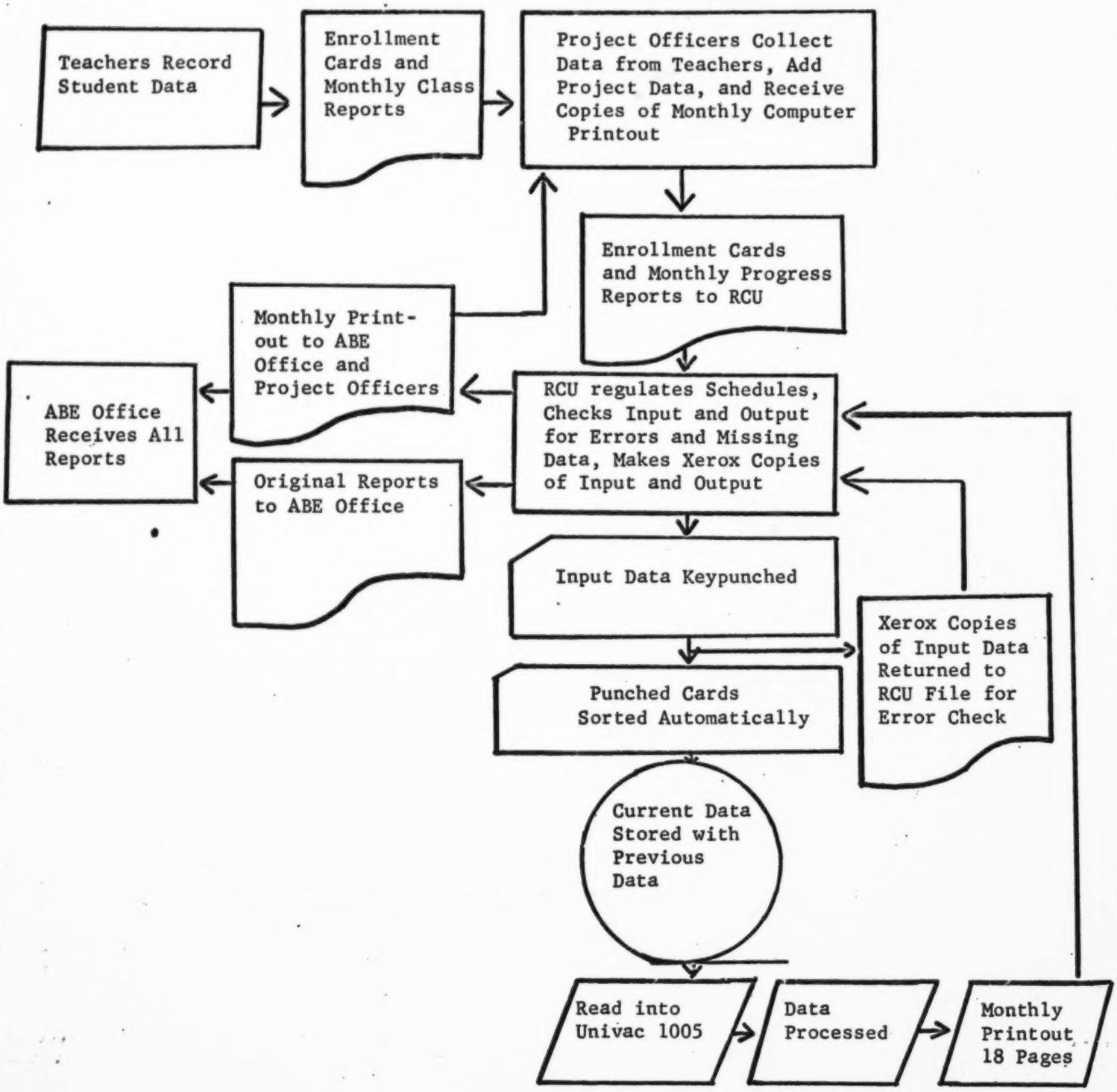
HELP CHILD SCH WORK - help children with school work
WORK WITH SCH - work with school personnel to assure children's attendance and progress
READ FIRST TIME - read for the first time
WRITE FIRST TIME - write for the first time

JANUARY

PROJECT	TOTAL	CODE	AUTH	BAL FOR LAST MO	RECEIVED CUM	EXPENDED CUM	BAL FOR CURR
CHINLE	0017	01	4,000.00	824.67	4,333.35	2,748.46	1,584.89
CHINLE	0017	09	1,250.00	.00	1,562.44	1,562.44	.00
			5,250.00	824.67	5,895.79	4,310.90	1,584.89
SAFFORD		01	.	1,613.95	3,020.00	1,406.05	1,613.95
SAFFORD		02	.	131.32	466.57	335.25	131.32
			.00	1,745.27	3,486.57	1,741.30	1,745.27
TOLLESON	0023	01	922.00	728.00	1,621.00	800.00	821.00
MESA	0071	01	.00	471.82	568.00	103.67	464.33
ST HOSP	0056	01	5,800.00	5,593.23	7,600.00	1,858.11	5,741.89
ST HOSP	0056	09	.	515.00	3,858.20	2,878.20	980.00
			5,800.00	6,108.23	11,458.20	4,736.31	6,721.89
HOLBROOK	0011	01	.	565.50	2,950.00	1,496.88	1,453.12
HOLBROOK	0011	03	5,002.00	2,061.01	5,000.00	3,516.12	1,483.88
			5,002.00	2,626.51	7,950.00	5,013.00	2,937.00
TUCSON	0115	01	35,032.00	14,297.32	45,810.00	24,926.39	20,883.61
TUCSON	0115	03	25,000.00	3,243.21	59,741.65	55,658.92	4,082.73
			60,032.00	17,540.53	105,551.65	80,585.31	24,966.34
SUNNYSIDE		03	.	.	.00	.00	.00
SUNNYSIDE		10	.	.	.00	.00	.00
			.00	.00	.00	.00	.00
C AZ COLL		01	4,300.00	1,670.57	6,800.00	3,529.43	3,270.57
C AZ COLL		02	6,355.00	4,534.69	4,534.69	.00	4,534.69
C AZ COLL		04	11,700.00	5,069.05	7,704.74	2,635.69	5,069.05
			22,355.00	11,274.31	19,039.43	6,165.12	12,874.31
NOGALES	0121	01	6,000.00	1,750.00	4,250.00	648.00	3,602.00
PRESCOTT		01	1,465.00	61.58	465.00	331.42	133.58

EXPENDED CUM	BAL FOR CURR	RECEIVED CURR	EXPENDED CURR	HRS ATT CUM	COST/PUP CUM	COST/HR CUM
2,748.46	1,584.89	2,333.35	1,573.13	256		
1,562.44	.00	937.47	937.47	256		
4,310.90	1,584.89	3,270.82	2,510.60		253.58	16.83
1,406.05	1,613.95	.	.			
335.25	134.32	.	.			
1,741.30	1,745.27	.00	.00			
800.00	821.00	393.00	300.00	970	34.78	.82
103.67	464.33	.00	7.49	1,118	1.46	.09
1,858.11	5,741.89	450.00	301.34	6,226		
2,878.20	980.00	465.00	.	6,226		
4,736.31	6,721.89	915.00	301.34		84.57	.76
1,496.88	1,453.12	1,750.00	862.38	561		
3,516.12	1,483.88	.	577.13	561		
5,013.00	2,937.00	1,750.00	1,439.51		455.72	8.93
24,926.39	20,883.61	19,266.00	12,679.71	3,517		
55,658.92	4,082.73	12,493.00	11,653.48	3,517		
80,585.31	24,966.34	31,759.00	24,333.19		700.74	22.91
.00	.00	.	.			
.00	.00	.	.			
.00	.00	.00	.00			
3,529.43	3,270.57	2,500.00	900.00			
.00	4,534.69	.	.			
2,635.69	5,069.05	.	.			
6,165.12	12,874.31	2,500.00	900.00			
648.00	3,602.00	2,500.00	648.00	1,522	5.35	.42
331.42	133.58	200.00	128.00			

FLOWCHART OF ADULT BASIC EDUCATION DATA


Teachers Record Student Data
Enrollment Cards and Monthly Class Reports
Project Officers Collect Data from Teachers, Add Project Data, and Receive Copies of Monthly Computer Printout
Enrollment Cards and Monthly Progress Reports to RCU
Monthly Print-out to ABE Office and Project Officers
ABE Office Receives All Reports
RCU regulates Schedules, Checks Input and Output for Errors and Missing Data, Makes Xerox Copies of Input and Output
Original Reports to ABE Office
Input Data Keypunched
Xerox Copies of Input Data Returned to RCU File for Error Check
Punched Cards Sorted Automatically
Current Data Stored with Previous Data
Read into Univac 1005
Data Processed
Monthly Printout 18 Pages

APPENDIX "A"

Enrollment Forms
Reporting Forms

STUDENT DATA

DATE _____

PROJECT NO. _____
DISTRICT NO. _____
SCHOOL NO. _____
CLASS NO. _____
CLASS BOOK NO. _____

1. STUDENT'S NAME _____ AGE _____

2. ADDRESS & CITY _____

3. SOCIAL SECURITY NUMBER _____ PHONE _____ SEX _____

4. HOME LOCATION: ( ) Core Metropolitan ( ) Other Urban ( ) Rural-non farm ( ) Farm
( ) Migrant ( ) Other _____

5. REFERRED BY: ( ) Church ( ) Welfare ( ) School ( ) O.E.O. ( ) Employment Service
( ) Other Student ( ) Radio-T.V. ( ) V.A. ( ) Newspaper ( ) Other

6. ETHNIC GROUP: ( ) Anglo ( ) Negro ( ) Mexican-American ( ) Cuban ( )Oriental
( ) Puerto Rican ( ) Other Non-White ( ) Indian _____

7. CURRENT STATISTIC: ( ) Single ( ) Married ( )Divorced ( )Separated ( )Widowed
( ) Unknown

8. ADULT HOME LANGUAGE(S) ( )English ( )Spanish ( )Navajo Indian ( )Other Indian
( ) Other _____

9. CHILDREN SPEAK: ( ) English ( )Spanish ( )Navajo Indian ( )Other Indian
( ) Other _____

10. HIGHEST GRADE COMPLETED IN U.S. _____ OUTSIDE U.S. _____

(See Other Side)

12. NUMBER OF YEARS STUDIED ENGLISH OUTSIDE U.S. _____

13. ENROLLED CURRENTLY: ( ) A.B.E. ( ) VOC-ED ( ) M.D.T.A. ( ) V.A. ( ) Armed Forces
( ) W.I.N. ( ) S.U.N. ( ) S.E.R ( ) M.O.P. ( ) C.E.P. ( ) C.A.P.
( ) S.T.O.P. ( ) B.I.A. ( ) N.Y.C. ( ) J.O.B.S. ( ) B.A.T.
( ) OTHER _____

14. ENROLLED PREVIOUSLY: ( ) NEVER ( ) A.B.E. ( ) VOC-ED ( ) M.D.T.A. ( ) V.A. ( ) Armed Forces ( ) S.U.N. ( ) M.O.P. ( ) C.E.P. ( ) C.A.P. ( ) B.I.A.
( ) N.Y.C. ( ) OTHER _____

15. REASON FOR ENROLLMENT ( ) Get Job ( ) Get Better Job ( ) OTHER _____

16. LONGEST PERIOD OF FULL-TIME EMPLOYMENT: ( ) NONE ( ) 6 mos. - 1 yr. ( ) 1 - 2 yrs.
( ) 2 - 3 yrs. ( ) 3 - 5 yrs. ( ) 5 - 10 yrs. ( ) 10 yrs. & over

17. POSITION IN FAMILY: ( ) Head of family and primary wage earner ( ) Primary wage earner
( ) Head ( ) Dependent ( ) Other

18. INCOME SOURCE: ( ) JOB ( ) A.D.C. ( ) Title V ( ) Social Security
( ) Retirement ( ) Other _____

19. ESTIMATED ANNUAL INCOME OF A.B.E. STUDENT: ( ) 0-$1999 ( ) 2000- 2999 ( ) 3000-3999
( ) 4000 - 5999 ( ) 6000 and over

20. ESTIMATED ANNUAL INCOME FOR FAMILY: ( ) 0-$1999 ( ) 2000 - 2999 ( ) 3000-3999
( ) 4000 - 5999 ( ) 6000 and over

21. DEPENDENTS - AGE AND SEX _____

22. OCCUPATION: PRESENT _____ PRIMARY _____ RECENT _____
(See Occupation Code Numbers on inside cover of Teacher Reporting Book)

PERSONNEL - ALL CATEGORIES

PROJECT NO._____
DISTRICT NO._____
SCHOOL NO._____
CLASS BOOK NO._____

1. NAME_____ (_____) Husband's

2. HOME ADDRESS_____ PHONE_____
Street City State Zip

3. BUSINESS ADDRESS_____ PHONE_____ S.S.#_____

4. STATUS: ( ) A.B.E. Salaried ( ) VANGUARD Volunteer ( ) '66-67 ( ) '67-68 ( ) '68-69
( ) Approximate number of hours in volunteer program ( ) Other agency sponsored

5. ASSIGNMENT: ( ) Teacher ( ) Teaching Asst. ( ) Aide ( ) Counselor ( ) Curriculum Committee ( ) Project ( ) State ( ) Other ( ) Clerical ( ) Typing ( ) Secretarial ( ) Telephoning ( ) Library ( ) Other_____

6. EDUCATION: ( ) High School Diploma ( ) 2 years college or less ( ) 3 years of college or more ( ) College degree - no teaching certificate

7. CERTIFICATION: ( ) Valid Arizona Certificate ( ) Certificate, no degree ( ) Limited Adult Certificate ( ) Elementary ( ) Secondary

8. A.B.E. TRAINING: ( ) None ( ) 1 - 2 hours ( ) 3 - 4 hours ( ) 5 - 10 hours
( ) Previous A.B.E. experience ( ) Pre-workshop orientation ( ) Workshops
( ) National Institutes ( ) '65-66 ( ) '66-67 ( ) '67-68 ( ) '68-69

9. DESIRE FOR ATTENDING WORKSHOP ( ) Local ( ) Regional ( ) National ( ) '68-69 ( )'69-70

IF VANGUARD VOLUNTEER, PLEASE FILL OUT REVERSE SIDE OF CARD

1. PRESENT OCCUPATION_____

2. LANGUAGES YOU SPEAK: ( ) Spanish ( ) Navajo ( ) Other Indian ( ) Oriental

3. HOW DID YOU LEARN OF THE VANGUARD VOLUNTEER PROGRAM?_____

4. PLEASE INDICATE IN ORDER OF PREFERENCE ACTIVITIES IN WHICH YOU WISH TO PARTICIPATE:

_____ Teaching Assistant
_____ Teacher Aide
_____ Development program for children of adults attending classes
_____ Publicity, speaking
_____ Publicity, writing
_____ Library
_____ Curriculum Committee
_____ Audio-visual productions, drama and narration
_____ Audio-visual productions, photography
_____ Typing
_____ Transportation

5. SPECIFY WHICH HOURS YOU CAN WORK - M_____ T_____ W_____ TH_____ F_____ S_____

6. CHANGE OF STATUS_____ DATE_____

7. FOR OFFICE USE ONLY - COMMENTS_____

_____

8. REASON FOR LEAVING BEFORE CLASS TERMINATION DATE:_____

TEACHER AND VOLUNTEER ATTENDANCE (ENTER NAMES BELOW)

A
B
C
D
E
F
G
H
I
J

MONTH _____ 19 ____

PROJECT NO.

DISTRICT NO.

SCHOOL NO.

CLASS NO.

TEACHER OR VOL.	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	DAYS ABSENT	DAYS PRESENT	HOURS ATTENDED
A																												
B																												
C																												
D																												
E																												
F																												
G																												
H																												
I																												
J																												
ROLL NO.	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
1																												1
2																												2
3																												3
4																												4
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36																												36
37																												37
38																												38
39																												39
40																												40

DROPPED OUT:

1. Took Job
2. Training Program
3. Job Change
4. Moved
5. Health
6. Family Problems
7. Lack of Interest
8. No Child Care
9. Other

IMPROVEMENT BECAUSE OF ABE:

1. Developed self assurance
2. Asks questions
3. Takes Initiative
4. Neatness
5. Speech improvement
6. Other

BECAUSE OF ABE:

1. Found a job
2. Found a better paying job
3. Discontinued public welfare
4. Applied for citizenship
5. Registered to vote
6. Voted for first time
7. Subscribed to publication
8. Planned to continue education
9. Entered vocational or job training
10. Recruited other ABE students
11. Joined a civic or other community organization
12. Passed G.E.D. test

LEARNED TO:

1. Speak enough English for simple conversation
2. Read advertisement and simple directions.
3. Write sufficient English to fill out a job application
4. Assume leadership
5. Work with others cooperatively
6. Help children with school work
7. Work with school personnel to assure children's attendance and progress
8. Read for the first time
9. Write for the first time

REF: ABE 1-103

CURRICULUM DEVELOPMENT

REMARKS _____

PROJECT NO. _____

DISTRICT NO. _____

SCHOOL NO. _____

CLASS NO. _____

MONTH _____ 19 ___

ROLL #	ACHIEVEMENT TESTS		DATE GIVEN	AUDIO-VISUALS USED	SENTENCE PATTERN PRACTICE	OTHER LANGUAGE USED IN CLASS	SUBJECT TAUGHT	HOURS SPENT	ABE GRADE BLOCK ACHIEVEMENT	TEXTS USED IN CLASS	HOURS SPENT	GENERAL RESULTS OF TEXT USED
	SCORING 1 GOOD 2 FAIR 3 POOR 4 NOT APPLICABLE			1. Inst. TV 2. Radio 3. Tape Recorder 4. Records 5. 35mm 6. Filmstrips 7. O/H Projector 8. 8/16 mm 9. Other	1. Through Recordings 2. Through Instructor 3. Both 4. Other	1. Spanish 2. Navajo 3. Papago 4. Pima 5. Hopi 6. Yaqui 7. Chinese 8. Japanese 9. Other	1. English - speaking 2. English - reading 3. English - listening 4. English - writing 5. Comprehension 6. Math 7. Family 8. Citizenship 9. Field Trips 10. Community Knowledge 11. Pre-Voc. interest 12. Other		Indicate achievement by subjects grade levels 1 through 8	1. TESOL: 2. Individualize (programmed) Instruction: 3. 4. 5. 6. Other: 7. 8.		1. Excellent 2. Good 3. Fair 4. Poor 5. Very Poor 6. Inappropriate for this Class
	TESTS: L. Wide Range; M. Gray Oral; N. ABE; O. California Adult; P. Metropolitan; Q. Other	SUB-SCORES: R. Reading Comprehension; V. Vocabulary; Li. Listening; Sp. Spelling; Ar. Arithmetic; SS. Social Studies										
CLASS ▶			/									
1			/									1
2			/									2
3			/									3
4			/									4
5			/									5
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34			/									34
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37			/									37
38			/									38
39			/									39
40			/									40

REF: ABE 1-102

GENERAL PROJECT EVALUATION OUTLINE

AREAS TO BE CONSIDERED BY
Administrators
Teachers
Supplementary educational personnel

CATEGORIES UNDER THE LISTED AREAS ARE TO BE RATED FROM 1 THRU 5
1. Excellent
2. Good
3. Fair
4. Adequate
5. Inadequate

PROJECT NO. _____
DISTRICT NO. _____
SCHOOL NO. _____
CLASS NO. _____
MONTH OF _____ 19 ____

	1	2	3	4	5
I CLASSROOM EVALUATION					
A. GENERAL PHYSICAL ENVIRONMENT	☐	☐	☐	☐	☐
B. FUNCTIONAL SEATING ARRANGEMENT WITH ADULT SIZE SEATS	☐	☐	☐	☐	☐
C. SUPPLY OF MATERIALS	☐	☐	☐	☐	☐
D. VARIATION OF SOURCES OF MATERIALS	☐	☐	☐	☐	☐
1. TEACHER PREPARED	☐	☐	☐	☐	☐
2. REFERENCE	☐	☐	☐	☐	☐
3. PUBLISHED	☐	☐	☐	☐	☐
4. AUDIO VISUAL AIDS	☐	☐	☐	☐	☐
E. GUIDANCE YET FLEXIBILITY	☐	☐	☐	☐	☐
F. STUDENT - TEACHER RELATIONSHIP	☐	☐	☐	☐	☐
G. EVIDENCE OF PROGRESS	☐	☐	☐	☐	☐
II TEACHER EVALUATION					
A. GENERAL ATTITUDE TOWARD STUDENTS (teacher as leader, not authoritarian)	☐	☐	☐	☐	☐
B. EVIDENCE OF ENTHUSIASM IN TEACHING	☐	☐	☐	☐	☐
C. AWARENESS OF INDIVIDUAL NEED OF STUDENTS	☐	☐	☐	☐	☐
D. PROVISION FOR SMALL GROUP TEACHING	☐	☐	☐	☐	☐
E. SENSITIVE TO WELL-BEING OF STUDENTS	☐	☐	☐	☐	☐
F. ORIGINAL AND IMAGINATIVE APPROACHES	☐	☐	☐	☐	☐
G. CREATIVE ACTIVITIES	☐	☐	☐	☐	☐
III VOLUNTEER EVALUATION					
A. GENERAL ATTITUDE TOWARD STUDENTS (volunteer as leader, not authoritarian)	☐	☐	☐	☐	☐
B. DEPENDABILITY IN ATTENDANCE AND CARRYING OUT RESPONSIBILITIES	☐	☐	☐	☐	☐
C. CREATIVE LEADERSHIP	☐	☐	☐	☐	☐
IV STUDENTS EVALUATION					
A. INTEREST LEVEL OF STUDENTS	☐	☐	☐	☐	☐
B. STUDENTS HELP TO PLAN LEARNING ACTIVITIES	☐	☐	☐	☐	☐
C. STUDENTS UNDERSTAND AND CORRECT ERRORS	☐	☐	☐	☐	☐
D. GENERAL ATTITUDE TOWARD TEACHER	☐	☐	☐	☐	☐
V LESSON EVALUATION					
A. APPROPRIATE TO AGE LEVEL OF STUDENTS	☐	☐	☐	☐	☐
B. CONSIDERATION OF INTEREST LEVEL OF STUDENTS	☐	☐	☐	☐	☐
C. CORRELATION WITH REAL-LIFE SITUATIONS	☐	☐	☐	☐	☐
D. FULFILL NEEDS OF STUDENTS IN PARTICULAR GEOGRAPHIC AREAS	☐	☐	☐	☐	☐
E. APPLICABLE TO SKILLS OF STUDENTS	☐	☐	☐	☐	☐
F. GUIDED YET FLEXIBLE	☐	☐	☐	☐	☐
G. DISCUSSION TOWARD GOALS AND OBJECTIVES OF STUDENTS	☐	☐	☐	☐	☐

VI PLANS AND ACTIVITIES FOR COMING MONTH _____

_____

_____

_____

VII ADDITIONAL COMMENTS AND SUGGESTIONS _____

_____

_____

_____

_____

REF: ABE I-103

MONTHLY FUND REPORT

PROJECT NO. ..... MONTH ..... 19 .....

NAME OF LOCAL AGENCY ..... PROJECT DIRECTOR .....

ADDRESS AND TELEPHONE ..... PROJECT COORDINATOR .....

SOURCE OF FUND	REQUESTED	ALLOCATED	MONTH OF
PL 89-759 TITLE III			
PAYMENTS REC'D			
ENCUMBRANCES			
FUNDS REMAINING			
PL 89-759 TITLE III			
PAYMENTS REC'D			
ENCUMBRANCES			
FUNDS REMAINING			
PL 89-759 TITLE III			
PAYMENTS REC'D			
ENCUMBRANCES			
FUNDS REMAINING			
PL 89-759 TITLE III			
PAYMENTS REC'D			
ENCUMBRANCES			
FUNDS REMAINING			

OTHER SOURCES OF FUNDS (NOT PL89-759 TITLE III)

CURRENT JOINT PROGRAMS: listed in alphabetical order

1 CAP	7 New Careers	13 SLIP
2 CEP	8 NYC	14 STOP
3 Job Corps	9 OEO	15 SUN
4 JOBS	10 OIC	16 TITLE V
5 MDTA	11 Operation Mainstream	17 WIN
6 MOP	12 SER	

18 Other (describe) .....

SOURCE OF FUNDS NOT TITLE III	REQUESTED	ALLOCATED	MONTH OF

If supplies and equipment do not belong to you, please list ownership below:

ERIC Clearinghouse on Adult Education
MAY 8 1969